

# Programs for the Handicapped

CLEARINGHOUSE ON THE HANDICAPPED

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## HIGHLIGHTS

**Computers for the Handicapped:  
Panacea or Pie in the Sky**

**Computer Assisted Instruction**

**Mainstreaming Handicapped Students:  
A Progress Report**

**Assessing Housing Needs at the Local Level**

**Publications for Parents of  
Handicapped Preschoolers**

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# ED Reports Steady Progress on Mainstreaming Handicapped Students

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*The Fourth Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act* by the U.S. Department of Education (ED) indicates that, despite the transition to more state and local responsibility, "the goals of P.L. 94-142 are being achieved steadily and effectively . . . as the number of handicapped children being served continues to grow."

The report notes that currently some 4.18 million handicapped children are being provided an individualized educational program (IEP). The most recent personnel data indicates that 220,854 special education teachers and an additional 214,730 other school staff were available in the 1979-80 school year to educate handicapped children.

"As a result of child identification efforts and the need for periodic reevaluations, state and local education agencies conducted an estimated two million individual evaluations in 1979-80," the report pointed out. The evaluations of handicapped children and their educational programs are for the most part satisfactory to the children's parents, evidenced by less than 2,600 hearings and appeals in 49 states during the entire 1979-80 year.

"This reflects parental satisfaction with more than 9,999 out of every 10,000 evaluations conducted, placements offered, or programs provided," the report adds.

Although the percentage of growth in numbers of handicapped children served has slowed (four percent rise in the number of children receiving special education services in 1979-80 against an annual increase of 13 percent in the past), specific areas of handicapping conditions have shown a marked increase. For example, emotionally disturbed children served were up 6 percent and multihandicapped children were up 12 percent. The most dramatic growth has taken place in the learning disabilities category. Between 1979-80 and 1980-81 this population of children increased by 162,701 and now accounts for about 3 percent of all school-age children and 35 percent of those who are receiving special education services. Overall, since the first child count in 1976 when 3,708,588 handicapped children were reported by the states as receiving special education and related services, the number of handicapped children receiving services has grown by almost one-half million.

The report also shows that youths 18 through 21 are increasingly being provided services by the public schools. The rate of growth for this population was 13

ing served in regular education buildings with their nonhandicapped peers. In fact, less than 7 percent of handicapped children served under P.L. 94-142 and P.L. 89-313 are receiving their education outside of regular education buildings.

During the past year, however, there was an increase of 42 percent among students served in separate schools, and an increase of 5 percent of those in self-contained classrooms. These increases took place primarily in 10 states, which reported reasons ranging from clerical errors or reporting errors, local education agencies (LEA's) serving groups that had previously been served by other state agencies, and LEA's responding to pressure from parents for private placements. An analysis is currently underway to gain greater understanding of these trends.

The majority of children served in separate schools were visually handicapped and hearing impaired. The majority of students served in other education environments were orthopedically impaired and other health impaired.

Another mandate of the education act was the provision of trained personnel to adequately provide an education for handicapped children. Since 1976, when 331,453 persons were employed in special education and related services, the number has risen to 435,584. The annual increase rates were 11 percent, 14 percent, and 4 percent, suggesting that the growth rate may be tapering off.

However, the states projected that they would need 53,210 new special education teachers and 58,744 new related services personnel in the 1980-81 school year. For 1981-82 the projected figures were 43,192 for special education teachers, and 47,536 for related services personnel. The greatest projected need is for teacher aides and for teachers of the multihandicapped, emotionally disturbed, hearing impaired, and orthopedically impaired.

An independent survey found that 25 percent of all regular elementary teachers had been provided training on how to conduct screenings in their classrooms. In addition, 55 percent of elementary teachers and 34 percent of all secondary regular education teachers had been trained to identify individual children who needed formal assessment.

During the 1979-80 school year over two million children were evaluated. Of that number 750,000 were newly evaluated and placed, 200,000 evaluated and found

happened children in general, the report did find expansion of secondary placement options for seriously emotionally disturbed and trainable mentally retarded (TMR) students, and the development and improvement of vocational education services, particularly for mildly impaired students.

Because of the intensity of service and care required by seriously emotionally disturbed and TMR teenagers, the schools traditionally have served the majority of these students either in separate facilities or in out-of-district residential settings. However, SRI International (Menlo Park, California), reports that in 1981—largely because of the deinstitutionalization movement, pressure from courts and parents, and the increased willingness of schools to adjust their service delivery systems—the situation appeared to be changing.

Employability is one of the major goals administrators set for their secondary-level handicapped students. However, vocational education opportunities for handicapped secondary students remain inadequate. Specific criticisms include findings that regular vocational

the commitment to educate handicapped children in the least restrictive environment appears to exist in our Nation's schools and to be supported by the general public. Various studies that have been done since the enactment of P.L. 94-142 indicate that the states have systematically been improving their administration of educational programs and services for handicapped children. Monitoring activities of the Special Education Programs (SEP) office, Department of Education, during 1980-81 confirmed that significant progress had been made in all states visited in establishing authority for general supervision and in initiating a process for monitoring public agency programs for handicapped children. In the coming year, SEP will concentrate its own efforts on providing all possible assistance in assuring that the states continue to make progress in these important areas.

The annual report has been submitted for inclusion in the ERIC system. Contact: Educational Resources Information Center, Central ERIC, Office of Educational Research and Improvement, Washington, DC 20208, (202) 254-5500.

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## Assessing Housing Needs for the Handicapped— Can It Be Done at the Local Level?

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Congress posed a question for the Department of Housing and Urban Development (HUD) in 1980: Can state and local officials actually determine for themselves the housing needs of the handicapped in their own communities? The answer contained in the March 1982 *Report to Congress on the Housing Needs of the Handicapped*, is a qualified yes. According to the report, they can if they decide to make it a priority and allocate the funds, staff, and ingenuity needed. But there is no shelf of information on the national level which can be readily or even practically applied to local assessment needs.

The few existing surveys of the noninstitutionalized handicapped population do not specifically address the housing question. The data gathered in these surveys is general purpose information. It gives a general sketch of the number of disabled persons in the U.S. and the relative severity of their disabilities. The usefulness of this data at the local level is limited, and difficult to even sift into a local picture. It is not usually broken down by state and even less frequently by city.

Because state and city officials would like to have more precise data on the housing needs of the handicapped, the report says, does not mean they will try to get it. It becomes one of many needs competing for limited local resources. Yet the report points out that a significant number of localities have tried to assess these needs and "their successes while varied... demon-

strate that state and local officials can be very effective in developing localized estimates of the housing needs of the disabled in their communities."

The first hurdle, no matter what local technique is employed, is the initial identification of the "universe" of disabled persons in the locality to be surveyed. A decision has to be made on whether to rely on an estimate or to make an actual census. This then becomes a pivotal factor in the usefulness of the data derived from the survey.

The report lists a number of surveys undertaken by states and cities as examples of how well or how poorly certain approaches work in the data business.

The State of Minnesota conducted a state-wide assessment in 1976 to estimate the number of disabled persons in the State. The Minnesota Division of Vocational Rehabilitation, along with 17 other local agencies, conducted a household survey of 2,894 sample households. The sample was modeled on the probability sampling procedure of the Census Bureau. Although housing was not specifically addressed on this survey, the State acquired usable statistics on the needs for special education, vocational training, and counseling. Additional information was collected on family structure, head of household, income, employment status, and type of disability. The cost of the project was \$250,000 with the major expense attributed to training and paying interviewers. The use of volunteer interviewers

that although more costly, one-to-one interviewing yields greater and more precise data.

In a similar example, the State of Maryland allocated \$30,000 in 1978 to study the needs of the nonretarded, severely handicapped persons residing in the State. This survey was conducted totally by mailed questionnaire. Coordinated by a local foundation, the campaign utilized local service providers. They were asked to supply survey questionnaires to known handicapped clients. An extensive media campaign was launched to reach those not currently receiving services. Approximately 20,000 surveys were mailed but only 1,467 or 7 percent responded. The low response could in part be traced to the service agencies which were unable to provide usable mailing lists without individual review of their client files. Many sent the questionnaire to all of their clients. Those who responded to the media campaign were also sent questionnaires. The report suggests that in approaches similar to the Maryland example, state and local officials may want to standardize and centralize the minimum set of data kept by various service agencies on their disabled clients. This would allow for a quick review of whether the estimated service needs are actually being provided. The low response rate further suggests that although more costly, the direct interview methods give greater response and more precise information in a survey.

Dade County, Florida, attempted to gather data on disabled persons by conducting a "census" of available statistics from social service agencies, associations of the disabled, and other groups serving the disabled. The numbers were added together, controlled as much as possible for an overlap of services, and from this information an approximation of the disabled was derived. This is the least costly example cited in the report. However, the results of this survey remain for all practical purposes only an approximation. Anyone not currently served by a social service agency was not counted, and there is no evidence that "control" for overlap was accurate.

The City of New York gathers specific housing needs information through a Handicapped Housing Data Bank which was set up in 1980 with Community Development Block Grant funds. The Bank will operate on a grant of \$126,000 in 1982. The Bank provides two functions: outreach through any available medium to encourage disabled persons to register with the Bank and supply information on income, accessibility, and needed housing modifications; and solicitation of information about available housing, special unit modifications, rental procedures, etc., from housing sponsors in both the public and private sectors. Special emphasis is placed on Section 8 new construction and rehabilitation, since almost 90 percent of the registrants at the Bank are low-income persons. The two sets of information are used to match a housing opportunity with an applicant.

Regardless of the approach taken, state and local officials will first have to decide how they will meet the needs of the disabled. They must then be willing to allocate the resources necessary to assess those needs."

*The Report to Congress on the Housing Needs of the Handicapped* is available from Gloria Bing, Department of Housing and Urban Development, Office of Policy Development, 451 7th Street, S.W., Room 8106, Washington, DC 20410, (202) 755-5537.

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## President Announces New Council Nominees

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The President has announced his intention to nominate the following individuals to be members of the National Council on the Handicapped. He also announced his intention to designate Joseph Dusenbury to be Chairman.

JOSEPH DUSENBURY has been with the South Carolina Vocational Department since 1960 and is now a Commissioner. He resides in Columbia, South Carolina and was born September 27, 1924.

ROBERT V. BUSH is past president of the American Orthotic/Prosthetic Association. He resides in Albuquerque, New Mexico and was born August 9, 1920.

LATHAM BREUNIG was with Eli Lilly and Company for over 40 years. He is past President of Alexander Graham Bell Association for the Deaf. He resides in Arlington, Virginia and was born November 19, 1910.

JUSTIN W. DART, JR., was involved in an independent living program involving teaching, guidance and career planning for more than 45 disadvantaged and disabled persons from 1966-1981. He resides in Austin, Texas and was born September 29, 1930.

JOHN S. ERTHEIN is President of Erthein and Associates in Washington, D.C. He was born March 9, 1944.

HUNT HAMILL is President and Director of the Rehabilitation Institute of Chicago and a Director of McGaw Medical Center at Northwestern University. He resides in Winnetka, Illinois and was born July 15, 1917.

MARIAN N. KOONCE is an owner and manager of Willowbrook Ranch. She resides in Santa Barbara, California and was born September 11, 1924.

NANETTE FABRAY MACDOUGALL (reappointment) is an actress. She currently serves on the Boards of the National Captioning Institute and the Better Hearing Institute in Washington, D.C. She is past chairman of the National Advisory Committee for Education of the Deaf. She resides in Pacific Palisades, California and was born October 27, 1920.

While Pac-Man and other video games capture our fascination, the computer technology that brought us these exotic playthings is quietly and steadily finding its way into every aspect of our lives. The computer, with its seemingly unlimited potential, is certain to be one of the dominant forces in shaping the way we live, work and play in the future.

For handicapped individuals, computers—particularly microprocessors—represent an unprecedented breakthrough. Already they have greatly improved services and aids for handicapped individuals. And we have barely scratched the surface of the computer's potential.

Computers are already extensively used in research, referral, record-keeping and information services for disabled people. They are used to evaluate handicaps, to design sophisticated aids of all sorts, and to aid in rehabilitation and therapy. Computer assisted learning techniques are being widely employed for many groups of handicapped individuals, and the employability of disabled persons has been markedly enhanced by computer technology. This technology also represents the core of rehabilitation engineering for the present and future.

For several years computerized equipment has been used to translate the written word into Braille. Newly developed units, such as the Kurzweil Reading Machine, translate the printed word into computer produced speech. Computers equipped with speech synthesizers, or "talking terminals," allow blind people to operate even the most advanced computer systems, and open up a host of educational and employment opportunities.

Modifications to home computers have created similar opportunities for deaf individuals. When used in combination with a teletypewriter, the home computer offers a new level of communication. Deafnet, for example, is an innovative adaptation of "electronic mail" used extensively by businesses to reduce cost and improve communications. Each user has a computer terminal and a standard telephone coupler device that connects the terminal to the telecommunications network. By using the terminal keyboard, messages can be sent or received at very low cost.

But, as Mainstream Magazine pointed out in an article on Deafnet in its March 1982 issue, "It's not the cost which has made Deafnet so valued by its users." The magazine quotes John Boyer, a deaf and blind student at the University of Wisconsin, who called the system "Invaluable, both in my continuing education and in my future professional plans."

"Through it," added Boyer, "I have made new friends

who have helped me set up my own personal computer which I am now using to transcribe articles into Grade Two Braille, for composing the papers required in my courses, and as a highly programmable calculator. Much of this would not have been possible without the information and advice provided by my Telemail friends."

Affordable portable teletypewriters are also becoming available, as well as computer aided sign language and lip reading instruction, and a wide range of improved alarm systems for the deaf. The deaf and blind may eventually benefit from a newly developed prototype system that interfaces a mechanical with a microcomputer. As letters are received by the computer a hand manually finger spells in the palm of the deaf and blind person's hand.

Mobility impaired persons have benefited from computer technology in a number of ways. "Joysticks," touch panels, voice recognition systems, and electronic or pneumatic switches adapted for hand, foot and head use now allow much greater control over one's environment with minimal motor capability. Many of these sophisticated computerized controls have been adapted to wheelchairs, others to home computers programmed for many tasks.

Voice output communications aids (VOCA's) are rapidly replacing letterboards for nonvocal persons. But perhaps the most dramatic display of computer technology for the handicapped are new systems which track eye movements on a screen that feeds the information to a computer and allows the profoundly motor handicapped and nonvocal person to communicate, many for the first time.

A growing number of employers are incorporating modifications for people who are handicapped into the workplace and have increased their recruitment and training of handicapped workers. Large corporations such as International Business Machines, Xerox Corporation, and Control Data have set up special programs to hire and train handicapped persons for computer-related jobs. Some companies now have employed homebound handicapped workers who receive full company benefits despite working at locations remote from the main office. The potential for self-employment by the homebound handicapped in computer fields is, of course, a major development.

As more and more computerized products become available and affordable, new publications, clubs, associations, and referral services dealing specifically with computer applications for the handicapped are springing up around the country. Most envision the computer as the hope of the future for the handicapped population and predict strong growth in this area.

microcomputers for the handicapped. (See resource listing, page 7.) The "Gap" says, "Whereas for the hobbyist a personal computer is fun and for the professional it is a useful tool, for the handicapped it will become a necessity. . . Few seriously handicapped people can be productive without its assistance. This translates directly into an important growth potential for personal computing."

Paul Hazen, who directed the Johns Hopkins Applied Physics Laboratory's First National Search for Applications of Personal Computing to Aid the Handicapped, completed last year, estimates that if only two percent of the handicapped in this country were to purchase a personal computer, that would result in some \$800 million in sales or about 400,000 units sold. "That should be incentive enough," he points out.

William Buchanan, an assistant to Hazen, recently noted that the sale of home computers had risen from about 200,000 to a total of more than a million in the last nine months. He said, "There is no question that the home computer is a booming business, and I am hopeful that more of it will be directed toward the handicapped population." He acknowledged, however, that despite the range of innovative computer technology demonstrated by the Johns Hopkins search project, and the private development underway by individuals

age is getting its share of hyperbole. Separating fact from fiction, promise from promotion, and potential from what is actually commercially feasible and currently available is no easy task, particularly for handicapped consumers. In an attempt to cut through this fog, for our benefit as well as for our readers, *Programs for the Handicapped* will, over the next several issues, be exploring the many computer developments of interest to disabled people.

The following article, "Computer Assisted Instruction for Handicapped Individuals," offers an overview of developments and a realistic idea of what we can expect in the near future. Resource associations, organizations and publications are included for those who want further information. We hope to do the same in upcoming issues on subjects such as computer aids for the blind, deaf, nonvocal and mobility impaired, as well as the wide range of employment opportunities opening to handicapped individuals as a result of computer technology.

We will approach these subjects from the perspective of the layman. Our articles will acquaint readers with information and resources we were able to uncover. It is our hope that readers will contribute to this effort with helpful information of their own.

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# Computer Assisted Instruction For Handicapped Individuals

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Jane sat quietly in front of the typewriter waiting. The voice of her tutor broke the silence.

"Jane, today we are going to work on addition. O.K.?"

"Yes."

"Good. I will show you two numbers. I want you to add them in your head, then type the correct answer. Here are the first two numbers: 9 plus 8."

Jane typed the number 17, and waited expectantly.

"Good, Jane. You've been practicing. Let's try another problem. . ."

This would seem to be a normal interaction between student and tutor, but it isn't. Jane is the only person in the room. Her "teacher" is an electronic brain.

It was inevitable that computers, with their shrinking size and price and growing capabilities, should make their appearance in the classroom. And it was logical that this new technology be expanded to meet the special education needs of handicapped persons. Computer assisted instruction (CAI), when properly applied, offers an invaluable adjunct to traditional learning tools,

both for disabled and nondisabled students. CAI provides nonthreatening, individualized instruction that allows students to proceed at their own rate of speed through the use of sequential steps. It also has the potential to extend the teacher's expertise in defined subject areas.

But in order to take advantage of CAI, the disabled student must be able to use it, and like many high technology systems developed primarily for the nondisabled, adapting computer technology to the needs of disabled persons poses certain problems.

Let us suppose, for instance, we tell a certain individual that under a given rock he will find a set of detailed instructions that will lead him to a million dollars. We also tell him that he has a limited amount of time to locate the money, and that he must go alone to retrieve it. What we don't tell him is that the rock weighs two tons, and that the instructions are written in Greek. For all his motivation, we might as well have told him nothing, for he can neither get at the information nor use it once he has it. As a provider of information, we have totally failed.



Though a little far-fetched, this example points to two of the main problems which may confront the disabled student encountering CAI—hardware barriers (the two-ton rock), and software barriers (the set of Greek instructions).

Generally speaking, hardware refers to the equipment which physically makes up the computer system: keyboards, printers, visual displays, memory cores, disc and tape drives, etc. Software, on the other hand, refers to the information and instructions stored in the computer that tell it how and what to say.

The most important pieces of computer hardware are the input/output devices which transmit instructions and messages to the computer (input), and display computer messages back to the user (output). The most common input mechanism for the nondisabled person is a typewriter-like keyboard. Common output devices include printers (which produce savable paper copies of the interaction), and visual displays, similar in operation to television screens.

For many disabled persons, modifications of or additions to commonly used input and output devices are necessary. Many handicapped persons do not have the skill or physical capability to use a keyboard to enter messages into the computer. In some cases, even the typing of simple responses on standard keyboards can be an arduous task. Visually impaired, and many mentally retarded and learning disabled students cannot read the information supplied by the visual display or printer.

A surprising amount of research has been undertaken to find solutions to these and similar problems. The technology to provide adequate CAI accessibility to disabled students does exist. However, in many school settings, the lack of sufficient funds and information about the results of this research hampers the utilization of this knowledge.

In one project using CAI to teach learning disabled children language art skills, the computer displayed the image of a table and a chair on the output screen. At the same time, the computer signaled a speech synthesizer to give the direction, "Touch the chair." As the student touched one of the items displayed on the screen, the computer plotted the location of the child's finger, and was able to provide immediate feedback as to the correctness of the response.

Another project, designed to teach survival skills to mentally retarded individuals, employed an oversized keyboard, measuring 15 by 18 inches. The keyboard contained ten touch-sensitive keys, each one inch square with a one-inch space between them. Actual coins were placed on each key, and the student was instructed to press the coin worth a specified amount. By changing the key coverings, this system has been used in other projects to teach a variety of skills such as

Education, blind chemistry students at Eastern Carolina University are using sophisticated measuring equipment, heretofore inaccessible to them. Visual read-outs are translated by a small microcomputer into understandable audible speech.

Another device, specifically developed to teach learning disabled students hand-writing skills, is known as the "light pen." In this project, characters were displayed by the computer on the visual display. On a companion screen, the student traced these characters with a special pen (input). Students were required to use a specified sequence of strokes, executed in the proper order and direction within a preset accuracy level.

For physically handicapped persons, whose motor coordination prohibits the use of regular keyboard input devices, knee and head switches, oversized keyboards, well separated touch panels, and levers operated with the mouth, have all been successfully used as input devices.

For visually impaired persons, Braille and audio output devices have been developed.

Videodiscs, which can supply the user with still or motion pictures and animated sequences, have been used to provide interactive instruction to deaf students in illustrating linguistic principles. Using images corresponding to individual words, students constructed sentences. Three image/sentences were then played back to the student to display the created sentence.

Videodiscs, random access audio cassettes, random access slide projectors, speech synthesizers, touch panel systems, and other devices can be combined and tailored for students with various handicapping conditions. Some devices may be used by students with similar functional limitations, albeit different disabilities. A touch panel designed for a learning disabled student may also be usable by a child with poor motor coordination. A speech synthesizer useful to blind students may also be used with other poor or nonprint readers.

As for our frustrated money seeker, left circling the two-ton rock in dismay, we now supply him with a bulldozer. Excitedly, he removes the boulder, and reaches for the instructions that will make him a rich man. But alas, he can't read Greek. He has encountered the second barrier that faces handicapped users of CAI—the software, or courseware, as it is sometimes called in educational settings. Suffice it to say, when, for whom, and under what circumstances to modify CAI courseware to best assist handicapped students can become a complex issue.

There exists a large amount of courseware in various subject areas and at various instructional levels for nondisabled students. Much of this software can be

ments, and other similar problems point to some of the difficulties that present themselves.

This software problem is further complicated by the fact that even if no changes are called for in the educational level of the material presented, the use of modified hardware may call for changes in the problem which operates the computer. For example, the program which tells a computer how to understand messages input on a keyboard cannot necessarily cope with input presented to it from a touch panel. Likewise, a program which instructs the computer in how to operate a printer will not automatically be able to operate a random access slide projector or speech synthesizer. And so it goes.

The lack of abundant and available materials to special education on CAI has also contributed to the problem. One study of over 700 educational programs produced by 35 software vendors conducted in 1980, revealed that special education related software was one of the lowest priorities among these producers. It is probably safe to assume that the relatively small special education population, and the possibly complex nature of special education CAI software, are factors that have contributed to its low commercial availability.

Paradoxically, the subject of CAI for handicapped persons is a breeding ground for research and special educators. Information scientists throughout the country (mostly in university settings) have joined forces to probe its varied problems and find workable solutions.

A recent literature search of the Exceptional Child Education Resources (ECER) and the Educational Resources Information Center (ERIC) computerized databases was conducted by the information staff at the Council for Exceptional Children (CEC), 1920 Association Drive, Reston, VA 22091, (703) 620-3660. This literature search, which is available as a publication, *CAI for Handicapped Children and Youth* (Publication #B506) contains 100 citations of reports, books, journal articles, and monographs on this subject. It is available from the Council for \$8.50 for members and \$10 for non-members.

From a practical point of view, however, the special educator who would employ CAI in the classroom is in somewhat of a dilemma. Many teachers do not have the time to become adept at computer programming or hardware modification. Similarly, commercial software producers seem in no hurry to fill the gap in available special education related CAI materials. At present, the full-scale application of CAI to the various instructional needs of disabled students is still in its infancy.

Fortunately, however, progress is being made. Slowly but surely, information and technical assistance on applied computer technology are becoming more available to the special education community. Although this

## SOURCES

The Trace Research and Development Center for the Severely Communicatively Handicapped, 314 Waisman Center, University of Wisconsin, 1500 Highland Avenue, Madison, WI 53706, (608) 262-6966, collects, documents and disseminates information on the application of technology in meeting the communication needs of nonvocal and other handicapped persons. The Center can develop, when necessary, aids and devices (including computer input or output devices) to meet the specified needs of a given disabled person. When feasible, inquirers are referred to commercial outlets for already existing devices. It is worth noting that like many other centers that provide information and services, the Trace Center's research, development, and referral may apply to but are not limited to the acquisition of hardware useful to CAI applications.

The Trace Center publishes a variety of materials that provide information on techniques used to solve communication problems including a number of publications concerning the application of computer technology. *Considerations and Approaches to Modifying and Designing Terminals to Allow Access by Handicapped Individuals to Data Processing or Information Retrieval Systems*, which is available for \$1.00, discusses some of the potentials and problems involved in making data processing systems accessible.

Another publication, *IBM Versus Apple, Versus TRS-80: A Cross Comparison and Analysis of Microcomputers for Use in Applications with Handicapped Individuals*, available for \$12.50, provides a detailed profile of the IBM Personal, the Apple I and III, the TRS-80 Models II, III and Color, the Atari, the Zenith, the Commodore Pet, the CBM, and the VIC Microcomputers. The report is structured in such a way that it can be used to evaluate the systems in terms of cost and function. It also is formatted such that it can be used to profile and compare other computer systems.

In addition, staff at the Trace Center recently developed the *International Software/Hardware Registry*, which contains descriptions of programs and adaptations for microcomputers to facilitate their use by disabled persons. One section contains one-page descriptions of software, which have been modified or specifically written for disabled individuals, including computers that will operate from these programs, accessories required, and the current status of availability. Another section contains descriptions of commercially available hardware modules and adaptors. A \$15 fee covers the first 100 entries. Presently, the Registry contains approximately 90 entries.

One of the subjects covered in the Registry is special education related materials. Persons having knowledge of commercially available materials (soft or hardware)

variety of topics concerning the use of computers in education. This information is being compiled and organized into five categories, which will comprise the contents of a computerized database, expected to be available for on-line searching in September of this year. These five main subject areas are listings of commercial and noncommercial software producers, descriptive and evaluative information of existing software packages, computer literacy, which contains information on objectives and test items, statistical information on the use of computers in school systems, and a registry describing research and development projects on the use of computers in education. This last category will give visibility to the many valuable research findings heretofore untapped.

Although this database, known as the "RICE System," is similar to the Trace Center's Registry, in that it is not specifically designed to assist special educators in locating adapted CAI materials, Microsift staff view special education related CAI as a necessary and important part of the system, and encourage individuals to submit relevant information for possible inclusion in the database. Information may be submitted to the Microsift project, Northwest Regional Education Laboratory, 300 Southwest Sixth Avenue, Portland, OR 97204.

The RICE database will be searchable through **Bibliographic Retrieval Services (BRS)**, a database vendor providing search and retrieval services to numerous databases. BRS offers economical group rates to education agencies who are members of its education users' groups, the School Practices Information Network (SPIN). It is hoped that regional and state education agencies, as well as large school districts, will use the RICE System to assist special and other education personnel in effectively using CAI.

For information on the availability of this database, individuals may contact Miss Debbie Pietro, Bibliographic Retrieval Services, 1200 Rt. 7, Latham, NY 12110.

Another computerized information base is operated by **Vital Information (VI)**, 7899 Mastin Drive, Overland Park, KS 66204, (913) 381-1818 or toll-free, (800) 255-5119. Vital Information serves as a national clearinghouse for information on all software that will operate various microcomputing systems. VI maintains computerized data files in 45 subject areas, covering all aspects of software applications including its use by handicapped persons in special education and other life activities. Staff responds to inquiries from lay persons, hobbyists, information scientists, and anyone seeking information on the availability of software in a given subject area. As with the previously discussed information centers, VI welcomes information on software designed or modified for use by persons with disabilities. Send all

special educators to inform them how computers can assist handicapped individuals, particularly in the areas of special education and communication. Sample article titles from the first issue (April/May 1982) indicate the scope of this newsletter's coverage: "Microcomputers: A Breakthrough for the Handicapped"; "900 New Ways to Help the Handicapped"; "CAI: Hearing Impaired Program Bringing Independence and Learning to Students"; and "Software News."

Annual subscriptions are available for \$15 from: Closing the Gap, Route 2, Box 39, Henderson, MN 56044, (612) 665-6573.

Another newsletter designed specifically to assist special educators and related professionals in becoming familiar with CAI for handicapped persons is the *Catalyst*, published by the Western Center for Microcomputers in Special Education, 1259 El Camino Real, Suite 275, Menlo Park, CA 94025, (415) 326-6997. This bi-monthly publication, which was first issued in November 1981, has covered such topics as locating special education software, starting a special education users' group, and the latest hardware and software developments. A column for the exchange of ideas among readers and experts is also included in each issue. This organization is a nonprofit corporation which was established to communicate the latest research, product development, and applications to special education computer users. The *Catalyst* is available for \$12 to individuals, \$20 to institutions.

We have just received the first issue (April 1982) of the newsletter, *ETC (Educational Technology and Communication)*, from the **Educational Technology and Communication's Department of the Far West Laboratory**, 1855 Folsom Street, San Francisco, CA 94103.

This monthly newsletter, which is available for \$36 a year, is designed to provide school systems with up-to-date information on the use of microcomputers in education. Regular topics to be covered will include case studies of schools successfully using microcomputers, new technology, analyses of issues facing educators contemplating the use of microcomputers, information resources, and answers to readers' questions.

A booklet which will provide introductory information to elementary school teachers on CAI in special education is presently being prepared for release in the fall of this year. As yet untitled, it will be available for \$2.50 from Dr. David Moursund, Editor, *International Council for Computers in Education*, Department of Computer and Information Science, University of Oregon, Eugene, OR 97403.

(See CAI Resources, page 20)

# Publications for Parents of Handicapped Preschoolers

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Parents of handicapped infants and preschool children have expressed a need for information and materials that will provide assistance in raising the children in the early formative years. The following list of publications was selected from an unpublished bibliography for parents and professionals who work with handicapped children, and was supplemented through contact with the publishers, who submitted additional titles for inclusion. Wherever possible, a brief description is included after each title. Order directly from the publishers.

## All Disabilities

McCollum, Audrey, **COPING WITH PROLONGED HEALTH IMPAIRMENT IN YOUR CHILD.** Sensitive guide for the family of a child with acute or chronic illness or disability. Explores methods of helping the child deal with the challenges of the illness at various ages. Little, Brown & Co., 34 Beacon Street, Boston, MA 02106, 1975, 240 pp., \$12.95.

Karnes, Merle B., **CREATIVE GAMES FOR LEARNING.** Games for parents and teachers to make for young children, ages 3-8. Council for Exceptional Children, Publications Sales, 1920 Association Drive, Reston, VA 22091, No. 158, 151 pp., spiral-bound, \$8.50, CEC member price, \$7.23.

Bowman, Mary, Abigail B. Calkin, Patrick A. Grant, **EATING WITH A SPOON: HOW TO TEACH YOUR MULTIHANDICAPPED CHILD.** For parents of children who have muscular weakness, coordination difficulties, general delay of mental and motor functions. NCEMMH, 356 Arps Hall, Columbus, OH 43210, 1975, 110 pp., \$5.95.

Williams, Pamela and Rene Bezilla, **GOD DON'T MAKE JUNK.** A guide for parents which chronicles the steps a family goes through in learning to live with a special child. Contains information on coping, medical terminology, suggestions for activities and how to find community services. Early Childhood Education Center, Westmere Elementary School, 6284 Johnston Road, Albany, NY 12203, 67 pp., \$8.

Children's Bureau, **A HANDICAPPED CHILD IN YOUR HOME.** For parents of severely handicapped children. Speaks of the necessary adjustments but also the rewards for a family facing this task. Library Statutory Distribution Service, Dept. 76, Washington, D.C. 20401, reprinted 1981, 16 pp., single copy free.

Wilke, Harold H., **THE HANDICAPPED CHILD AND THE PARENT IN THE HOME.** Shows how parents, by responding creatively themselves, can help the child who has a disability to utilize all resources, find creative expressions, cope with difficulties, and fulfill all processes required in growing up. National Easter Seal Society, 2023 West Ogden Avenue, Chicago, IL 60612, Code #A-265, 1977, 1 fold leaflet, \$.25 plus \$.25 postage and handling.

Nowak, Arthur J., **HELPING PERSONS WITH HANDICAPS CLEAN THEIR TEETH.** Steps and principles of dental hygiene that can be applied to help persons unable to clean their teeth themselves. National Easter Seal Society, 2023 West Ogden

Hofmann, Ruth B., **HOW TO BUILD SPECIAL FURNITURE AND EQUIPMENT FOR HANDICAPPED CHILDREN,** (2nd Prtg.). Detailed instructions including illustrations for building functional, attractive equipment out of scrap wood with simple tools. Charles C Thomas, 2600 South First Street, Springfield, IL 62717, photocopy edition 1974, 100 pp., \$10.50.

Amdur, Jeannette R., **KITCHENER-WATERLOO INFANT STIMULATION PROGRAM.** A collection of activities for stimulating the development of delayed children from infancy to two or three years. CANEC Publishing and Supply House, 85 St. Clair Ave. East, Toronto, Ontario, M4T 1M8 Canada, Catalog #051906010, 1978, 122 pp., \$5.

Caldwell, Bettye, Donald Stedman, **INFANT EDUCATION: A GUIDE FOR HELPING HANDICAPPED CHILDREN IN THE FIRST THREE YEARS.** Educates parents on the work done throughout the country by infant educators. Walker Company, 720 5th Avenue, New York, NY 10019, 1977, 167 pp., \$8.95 (paper).

DEBT Staff, **LOVE, YOUR BABY: LETTERS FROM DEBT'S SPECIAL BABIES.** Sixteen letters from Imaginary babies describe problems and concerns surrounding particular handicapping conditions. Suggestions for management of problems. Parent Education Material, Gloria Galey, DEBT, 1628 19th Street, Lubbock, TX 79401, 1979, 39 pp., \$6.

Long, Kate, **PARENTS BECOMING TEACHERS: WORKING WITH YOUR HANDICAPPED CHILD.** Easy to read, illustrated with cartoons, teaches parents how to stimulate desirable and eliminate undesirable behavior in young children. Jan Nash, Valley Community Mental Health Center, 301 Scott Avenue, Morgantown, WV 26505, 2nd edition, 1981, 125 pp., \$2.50.

**PARENTS: DO YOU KNOW THE EARLY WARNING SIGNS OF CHILDREN WITH SPECIAL NEEDS?** Early warning signs of conditions that may be disabling. National Easter Seal Society, 2023 West Ogden Avenue, Chicago, IL 60612, Code #PR-31, 1979, 6 p. leaflet, \$.25 plus \$.25 postage and handling. Also available in Spanish, Code #PR-31S.

Wilson, Nancy O., **PARENTS' GUIDE TO "TEACHERESE": A GLOSSARY OF SPECIAL EDUCATION TERMS.** Special Child Publications, 4535 Union Bay Place NE, Seattle, WA 98105, 1981, 96 pp., \$7.50.

Bluma, Susan M., Marsha S. Shearer, Alan J. Frohman, Jean M. Hilliard, **PORTAGE GUIDE TO EARLY EDUCATION: PARENT EDITION.** A curriculum guide for children from birth to age 5, developed especially for parents. Amusing cartoons make some points better than words could. Cooperative Educational Service Agency 12, 626 East Silfer Street, P.O. Box 564, Portage, WI 53901, 1977, 324 pp., \$15 plus \$1.75 postage and handling.

Boys, Richard J. and Susan Bluma, **PORTAGE PARENT PROGRAM,** Cooperative Educational Service Agency 12, 626 East Silfer Street, P.O. Box 564, Portage, WI 53901, Instructor set

**CHILDREN WHO HAVE PHYSICAL DISABILITIES.** A guide for parents on how to design or adapt clothing that is easy to put on, take off, and care for. National Easter Seal Society, 2023 West Ogden Avenue, Chicago, IL 60612, Code #E-32, revised 1979, 64 pp., \$2 plus \$1.25 postage and handling.

**Baker, Bruce L., Alan J. Brightman, et al, STEPS TO INDEPENDENCE: A SKILLS TRAINING SERIES FOR CHILDREN WITH SPECIAL NEEDS.** The series includes 8 manuals and a training guide for use by parents in the home. The manuals are **EARLY SELF-HELP SKILLS, INTERMEDIATE SELF-HELP SKILLS, ADVANCED SELF-HELP SKILLS, TOILET TRAINING, SPEECH AND LANGUAGE-LEVEL 1, SPEECH AND LANGUAGE-LEVEL 2, BEHAVIOR PROBLEMS and TOWARD INDEPENDENT LIVING.** Research Press, 2612 North Mattis, Champaign, IL 61820, manuals, under 100 pages each, \$7.95 each; training guide, \$2.95.

**Bulst, Charlotte A., Jerome L. Schulman, TOYS AND GAMES FOR EDUCATIONALLY HANDICAPPED CHILDREN (2nd Prtg.).** Description of toys and games suitable for home use, arranged by sex and age interest. Focus on fine or gross motor skills, auditory perception, etc. Charles C Thomas, 2600 South First Street, Springfield, IL 62717, 1976, 240 pp., \$18.75 (paper).

**McCleary, Elliott H., YOUR CHILD HAS A FUTURE.** A brief discussion about parenting children with disabilities, dealing with feelings, the diagnosis, family life, available help, treatment plans and the child's rights and opportunities. National Easter Seal Society, 2023 West Ogden Avenue, Chicago, IL 60612, Code #E-62, 1978, 49 pp., \$1.25 plus \$.75 postage and handling.

## Visually Handicapped

**Ulrich, Sharon, Anna W. M. Wolf, ELIZABETH.** Describes the first five years in the life of a "normal child who is blind." Practical and useful ideas for home training. Contains lengthy commentary by Edna Adelson, research psychologist on the early education of the blind child. University of Michigan Press, Ann Arbor, MI 48106, 1972, 122 pp., \$5.95.

**Raynor, Sherry, Richard Drouillard, GET A WIGGLE ON and MOVE IT.** Excellent booklets designed to help parents of visually handicapped infants enhance their baby's sense of touch and ability to listen. American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091, GET A WIGGLE ON, 1975, 80 pp., \$3.75; MOVE IT, 1977, 96 pp., \$3.75.

**Illinois State Board of Education, GUIDE FOR PARENTS OF PRESCHOOL VISUALLY HANDICAPPED CHILDREN.** Practical suggestions for skill teaching games and activities for parents to use with young visually impaired children. ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, (703) 841-1212, 1972, 65 pp., \$5.30 plus shipping, code number ED 064-819.

**Fraiberg, Selma with the collaboration of Louis Fraiberg, IN-**

**DREN WHO HAVE PHYSICAL DISABILITIES.** A guide for parents with facts on blindness and practical advice on teaching daily living skills to blind infants and children. Charles C Thomas, 2600 South First Street, Springfield, IL 62717, 1977, 260 pp., \$17.75 (cloth), \$11.75 (paper).

**Maloney, Patricia L., PRACTICAL GUIDANCE FOR PARENTS OF THE VISUALLY HANDICAPPED PRESCHOOLER.** Charles C Thomas, 2600 South First Street, Springfield, IL 62717, 1981, 88 pp., \$10.75 (paper).

**Calovini, Gloria, PRESCHOOL LEARNING ACTIVITIES FOR THE VISUALLY IMPAIRED CHILD: A GUIDE FOR PARENTS.** Educational and multisensory activities and games to enhance the preschool development of a visually impaired child. ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, 102 pp., ED #074677, \$8.60 plus shipping.

**Webster, Richard, THE ROAD TO FREEDOM: A PARENT'S GUIDE TO PREPARE THE BLIND CHILD TO TRAVEL INDEPENDENTLY.** The author believes that the sensory and intellectual stimulation a blind child receives during the first five years determines his ultimate intelligence and benefit from mobility training. Instructions to parents to provide this stimulation. Katan Publications, 2012 Cedar Street, Jacksonville, IL 62650, 1977, 115 pp., \$6 (paper).

**Zegers, Henriette, TOUCH TOYS AND HOW TO MAKE THEM.** Simple pictures and instructions to make 90 toys for mentally and visually handicapped children. Touch Toys, P.O. Box 2224, Rockville, MD 20852, 1978, 78 pp., \$3 (paper).

**Illinois State Board of Education, TOYS FOR THE EARLY DEVELOPMENT OF THE YOUNG BLIND CHILD.** ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, (703) 841-1212, 1971, 18 pp., \$2 plus shipping, code #ED 065-201.

## Speech, Language and Hearing Impaired

**McDonald, Eugene T., Ed.D., and Asa J. Berlin, Ph.D., BRIGHT PROMISE . . . FOR YOUR CHILD WITH CLEFT LIP AND CLEFT PALATE.** Answers common questions and gives reassurance that, with the quality of treatment now generally available, the outlook for children with clefts is bright. National Easter Seal Society, 2023 West Ogden Avenue, Chicago, IL 60612, Code #E-26, revised 1979, \$1.25 plus \$.75 postage and handling. Also available in Spanish, Code #E-27.

**Newton, Mariana, CEREBRAL PALSY: SPEECH, HEARING AND LANGUAGE PROBLEMS.** Cliffs Notes, 1701 P Street, Box 80728, Lincoln, NE 68501, \$2.75.

**Letch, Susan M., A CHILD LEARNS TO SPEAK: A GUIDE FOR PARENTS AND TEACHERS OF PRESCHOOL CHILDREN.** Charles C Thomas, 2600 South First Street, Springfield, IL 62717, 1977, 104 pp., \$11.75 (cloth), \$8.25 (paper).

**Massengill, Raymond, Jr., Phyllis Phillips, CLEFT PALATE AND ASSOCIATED SPEECH CHARACTERISTICS.** Provides parents of cleft palate children with an overview of the condi-



autism, its causes, current treatment. Includes chapter on the importance of parent involvement. Syracuse University Press, 1011 East Water Street, Syracuse, NY 13210, 1979, 200 pp., \$9.95 (paper) plus \$1.25 postage and handling.

Bachrach, Ann, Ada R. Mosley, Faye L. Swindle, Mary M. Wood, **DEVELOPMENTAL THERAPY FOR YOUNG CHILDREN WITH AUTISTIC CHARACTERISTICS**. Classroom and at-home activities are outlined and explicit directions given to parents of preschool children. University Park Press, 300 N. Charles Street, Baltimore, MD 21201, 1978, 200 pp., \$18.50.

Pueschel, Siegfried M., **DOWN SYNDROME GROWING AND LEARNING**. Provides up-to-date nontechnical information on rearing a Down's syndrome child. It emphasizes infant stimulation and provides many concrete suggestions to parents. Andrews and McMeel, 4400 Johnson Drive, Fairway, KS 66205, 1978, 173 pp., \$5.95 (paper).

Love, Harold D., **THE EMOTIONALLY DISTURBED CHILD: A PARENT'S GUIDE FOR PARENTS WHO HAVE PROBLEM CHILDREN**. Charles C Thomas, 2600 South First Street, Springfield, IL 62717, 1970, 120 pp., \$11.50 (photocopy edition).

Riez, Elizabeth Dunkman, **FIRST YEARS OF A DOWN'S SYNDROME CHILD**. Written by a journalist and mother of a Down's syndrome child, the book describes how she helped her daughter at every step. Developmental steps are laid out and parents are encouraged to record accomplishments. Special Child Publications, 4535 Union Bay Place, N.E., Seattle, WA 98105, 1978, 301 pp., \$11.

Pader, Olga F., **A GUIDE AND HANDBOOK FOR PARENTS OF MENTALLY RETARDED CHILDREN**. Charles C Thomas, 2600 South First Street, Springfield, IL 62717, 1981, 268 pp., \$24.50.

Wabash Center for the Mentally Retarded, **GUIDE TO EARLY DEVELOPMENTAL TRAINING**. Useful for teaching infants and preschoolers. Permits the user to set up a program in each area of development. Allyn & Bacon, Link Drive, Rockleigh, NJ 07647, 1977, 568 pp., \$21.95.

**HELPING MENTALLY RETARDED INFANTS LEARN**. A resource guide for parents that provides an overview of infant learning and describes books that would be helpful to parents in home activities. Association for Retarded Citizens, National Headquarters, 2501 Avenue J, Arlington, TX 76011, 6 pp., \$.45 plus postage.

Gordon, Michael Lewis, David H. Ryan, Tamar Shilo, **HELPING THE TRAINABLE MENTALLY RETARDED CHILD DEVELOP SPEECH AND LANGUAGE: A GUIDEBOOK FOR PARENTS, TEACHERS AND PARAPROFESSIONALS (2nd Prtg.)**. Describes prespeech exercises and a simple program for developing listening skills. Charles C Thomas, 2600 South First Street, Springfield, IL 62717, 1979, \$8.75.

Cunningham, Cliff, Patricia Sloper, **HELPING YOUR EXCEPTIONAL BABY: A PRACTICAL AND HONEST APPROACH TO RAISING A MENTALLY HANDICAPPED CHILD**. Practical and helpful book for parents, especially those with Down's syn-

drome. Discusses behavior modification techniques parents can apply. Charles C Thomas, 2600 South First Street, Springfield, IL 62717, 1980, 230 pp., \$13.50.

Lovinger, Sophie L., **LEARNING DISABILITIES AND GAMES**. Play is seen as useful learning. Many games are described and suggestions given to make pleasure and learning result from them. Nelson Hall Publishers, 111 North Canal Street, Chicago, IL 60606, 1979, 152 pp., \$15.95 (cloth) and \$8.95 (paper).

Mather, June, **MAKE THE MOST OF YOUR BABY**. Play activities that can start in infancy and go through early childhood are described in this practical booklet. Association for Retarded Citizens, National Headquarters, 2501 Avenue J, Arlington, TX 76011, 1981, 30 pp., \$.50 plus postage.

Perske, Robert, **NEW DIRECTIONS FOR PARENTS OF PERSONS WHO ARE RETARDED**. Deals simply and honestly with parents' feelings and conveys a philosophy of acceptance which should be comforting to any parent. Abingdon Press, 201 8th Avenue South, Nashville, TN 37202, 1973, 64 pp., \$1.95.

Babington, Caroline Hastings, **PARENTING AND THE RETARDED CHILD**. Charles C Thomas, 2600 South First Street, Springfield, IL 62717, 1981, 196 pp., \$16.95.

Basslin, Jeff, Diane Drovetta Kreeb, **REACHING OUT TO PARENTS OF NEWLY DIAGNOSED RETARDED CHILDREN: A GUIDE TO DEVELOPING A PARENT-TO-PARENT INTERVENTION PROGRAM**. Model for putting seasoned parents in touch with new parents. St. Louis Association for Retarded Citizens, 1240 Dautel Lane, St. Louis, MO 63141, 1978, 39 pp., \$1.50 prepaid.

Kozloff, Dr. Martin A., **REACHING THE AUTISTIC CHILD**. Research Press, 2612 N. Mattis, Champaign, IL 61820, 260 pp., \$9.95.

Johnson, Vicki M., Roberta Werner, **A STEP-BY-STEP LEARNING GUIDE FOR RETARDED INFANTS AND CHILDREN**. Sequenced checklist for determining child's current skills and a curriculum of activities in simple language, useable for parents without professional assistance. Syracuse University Press, 1-11 East Water Street, Syracuse, NY 13210, 1977, 208 pp., \$9.95 (paper) plus \$1.25 postage and handling.

Hanson, Marcel J., **TEACHING YOUR DOWN'S SYNDROME INFANT: A GUIDE FOR PARENTS**. Guide for parents of Down's syndrome babies, birth to two years of age. Clear and easy to follow directions for parents on activities suitable for each developmental stage. University Park Press, 300 N. Charles Street, Baltimore, MD 21201, 1977, 221 pp., \$16.95.

Ohio State University Research Foundation, **TOILET TRAINING: HELP FOR THE DELAYED LEARNER**. Illustrated instructions on how to toilet train developmentally delayed children. One of the best manuals of its kind. McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020, 106 pp., \$9.88 (spiral paper).

Fox, Dr. Richard M., Dr. Nathan Azrin, **TOILET TRAINING THE**

**BABIES AND PRESCHOOLERS.** Charles C Thomas, 2600 South First Street, Springfield, IL 62717, 1974, 200 pp., \$17.50.

Grabow, Beverly W., **YOUR CHILD HAS A LEARNING DISABILITY — WHAT IS IT?** A guide for parents and classroom teachers giving encouragement that a child with a learning disability can become a self-sufficient adult through understanding, encouragement, firmness and proper education training. National Easter Seal Society, 2023 West Ogden Avenue, Chicago, IL 60612, Code #D-44 1978, 23 pp., \$.75 plus \$.25 postage and handling.

Molloy, Julia S., Arlene Matkin, **YOUR DEVELOPMENTALLY RETARDED CHILD CAN COMMUNICATE.** Provides specific practical suggestions for parents. Harper and Row Publishers, Inc., Keystone Industrial Park, Scranton, PA 18512, Att.: Order Dept., 1975, 244 pp., \$8.95.

**YOUR DOWN'S SYNDROME CHILD.** Describes what parents can expect in their Down's syndrome child at each age level from infancy to adulthood. Includes suggestions on coping with specific problems in rearing a Down's syndrome child. Association for Retarded Citizens, National Headquarters, 2501 Avenue J, Arlington, TX 76011, 32 pp., \$.50 plus postage.

## OTHER DISABILITIES

Golbin, Arlen, Ed., **CEREBRAL PALSY AND COMMUNICATION: WHAT PARENTS CAN DO.** Very useful guide to helping solve communication problems of children with cerebral palsy. Positioning for speech, feeding, speech therapy, and teaching techniques for parents. Rehabilitation Research and Training Center, George Washington University Center, Ross Hall, Suite 714, 2300 I Street, N.W., Washington, D.C. 20037, 1977, 121 pp., \$6 (paper).

Nakos, Eva, Susan Taylor, **EARLY DEVELOPMENT OF THE CHILD WITH MYELOMENINGOCELE: A PARENTS' GUIDE.** Practical instructions for the home care of the spina bifida child to develop fullest possible motor and perceptual skills. Children's Hospital Medical Center, Elland and Bethesda Avenues, Cincinnati, OH 45229, 1977, 46 pp., \$2.75.

Finnie, Nancy R., **HANDLING THE YOUNG CEREBRAL PALSID CHILD AT HOME.** Informative, helpful manual for handling everyday problems. A must for new parents. E. P. Dutton, 2 Park Avenue, New York, NY 10016, 224 pp., \$9.95 (hardback), \$5.95 (paperback).

Court, John M., M.D., **HELPING YOUR DIABETIC CHILD.** Written for parents of diabetic children, the book provides information about the disorder, descriptions of treatment and information about diets. Taplinger Publishing Company, 132 West 22nd Street, New York, NY 10011, 1975, 223 pp., \$8.95.

Illinois State Board of Education, **POTS AND PANS, ACTIVITIES FOR PARENT AND CHILD: ACTIVITIES FOR PRESCHOOL MULTIPLY HANDICAPPED CHILDREN.** ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, (703) 841-1212, 1973, 88 pp., \$6.95 plus shipping, code #ED 141-988.

**SCOLIOSIS: ATTENTION PARENTS! CURVATURE OF THE SPINE CAN BE CONTROLLED . . . WHEN DETECTED EARLY.** A

ness-sized envelope. Also available in Spanish, Code #PR-32S. Pelter, Elizabeth, **STICKS AND STONES: THE STORY OF A LOVING CHILD.** Account of birth and development of a spina bifida baby. Describes the disagreements of a parent with professionals. Human Policy Press, P.O. Box 127, Syracuse, NY 13210, 1977, 88 pp., prepaid (paper).

Pelter, Elizabeth, **STRAIGHT TALK—PARENT TO PARENT.** Spina Bifida Association of America, 343 South Dearborn Street, Chicago, IL 60604, \$1.

Pelter, Elizabeth, **WHEN SOMETHING IS WRONG WITH YOUR BABY . . . LOOKING IN AND REACHING OUT.** Useful booklet dealing with parental feelings when a handicapped child is born, reaching out to other people, finding support. Spina Bifida Association of America, 343 South Dearborn Street, Chicago, IL 60604, 1977, 27 pp., \$1 (paper).

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## Databases on Federal Regulatory Information

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People looking for up-to-the-minute information on bills, laws, and regulations can access computerized databases containing records of items published in the two major sources of this information, the *Federal Register* (FR) and *Congressional Record* (CR). DIALOG Information Services and the System Development Corporation (SDC) make available online access via computer terminal to computerized indexes to the FR and CR. DIALOG's Federal Register Abstracts and SDC's FEDREG index the contents of the FR: public regulations, legal notices issued by federal agencies, presidential proclamations and executive orders. Regulations first appear in the FR as proposed rules with a request for comments from the interested public; they are later published in final form. People looking for funding will find announcements of grants with application deadlines. Details on changes in loan programs and other federal benefits are included. In sum, all activities of the executive branch which affect individuals, agencies, and organizations are listed in the FR.

Material appearing in the CR, which can be accessed on DIALOG's Congressional Record Abstracts and SDC's CRECORD, includes bills, laws, regulations, committee and subcommittee reports, speeches, participation in debates, and items inserted by Members of Congress.

All of these databases, which are updated weekly, can be searched by date, bill and law numbers, originating agency or committee, words or terms defined by the

(See Databases, page 20)



A computerized central housing information service has been operational in New York City since August 1980 to provide disabled individuals or families with one or more disabled members with housing information appropriate to their special needs. It is estimated that there are a half million handicapped people in New York and that approximately 30,000 use wheelchairs.

There is no fee for the assistance of the Housing Data Bank Referral Service for the Handicapped, which is made possible by Community Development Block Grant funds. The Data Bank is staffed and directed by the nonprofit Settlement Housing Fund, Inc., under contract with the New York City Department of Housing Preservation and Development. Outreach to housing providers and agencies that represent physically disabled people as well as promotion of the program with handicapped people of the community are initiated by staff at this location. A computer terminal at the Settlement Housing Fund is utilized for building and vacancy registration.

The Data Bank Referral Service operates in close partnership with the Mayor's Office for the Handicapped where the computer, printing matrix and one terminal are located. The Data Bank Unit at this site is staffed by a housing referral specialist and two computer operators. Applicant registration and housing referrals are processed at this location.

For further information contact: Sarah Kolodny, Project Director, Settlement Housing Fund, Inc., 1780 Broadway, Suite 600, New York, NY 10019, (212) 265-6530, or call Al Davidson, Housing Referral Specialist, Mayor's Office for the Handicapped, (212) 566-0972.

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## Personal Computing For the Handicapped

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People interested in personal computer systems for handicapped individuals can now join an organization whose purpose is to search out, evaluate, and share information about these systems as it is relevant to the disabilities represented in the membership. The Committee on Personal Computers and the Handicapped (COPH-2) includes disabled and nondisabled persons, parents, professionals, and friends of disabled persons who want to know how personal computers can be used by them. Some areas of interest to COPH-2 members are: hardware and software, including software modifications; educational materials developed for disabled individuals; and use of computers as an integral part of the personal development of handicapped children. Information is exchanged through meetings, personal contacts, and a newsletter, *Link and Go*, which re-

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## California Computer Job Search

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*(Reprinted from Communiqué, Winter 1982, a publication of the California Governor's Committee for Employment of the Handicapped.)*

Rehabilitation counselors in the California state agency now have a new tool to help them serve clients better: VOCOMP, a computerized counselor assistance system that can identify vocational and training options for disabled clients throughout the State. The California Department of Rehabilitation recently purchased the VOCOMP system from Innovative Software, a Los Angeles-based firm which develops information technology for the human services. The VOCOMP system is already in use by many private rehabilitation agencies and insurance companies.

Once computer terminals are on-line in the agency's district offices, counselors will be able to get back results in less than a minute on any client for whom they fill out a simple "Fact Sheet." This Fact Sheet contains data about the client's vocational history, education, job preferences, and functional limitations. The computer report that comes back from VOCOMP lists jobs (with local labor market trends, salary and requirements for background and training), and training programs in the client's geographic area. The VOCOMP system can also be instructed by the counselor to prepare a special report on what jobs or training programs would be available if the client were to complete a high school degree or make some other change; and it can feed back information on how existing job skills could be transferred to other kinds of occupations.

For more information about VOCOMP, Innovative Software's management information systems for rehabilitation, and its other products/services, contact: Innovative Software, 19824 Ventura Blvd., Suite 102, Woodland Hills, CA 91364, (213) 884-5581.

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## New Travel Program

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A recently established nonprofit membership group, Mobility International USA (MIUSA), offers disabled people a variety of travel opportunities. MIUSA is affiliated with Mobility International, an organization founded in London to help integrate disabled persons in travel, leisure and educational programs. MIUSA works to expand participation of disabled people in these types of programs through advocacy, international conferences, and international work camps. MIUSA also links

MIUSA provides comprehensive information and referral services in the area of travel and educational exchange programs, discounts on some exchange opportunities, and a bimonthly newsletter which reports on trips, conferences, recreational activities, work camps, services offered by commercial carriers, and reviews of travel books. Annual membership fees are: \$10 fixed income, \$20 individual, \$25 nonprofit organization, \$50 small business, and \$100 corporation. Additional information is available from MIUSA, P.O. Box 3551, Eugene, OR 97403, (503) 343-1284.

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## Plants for People!

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A new national project to find jobs in horticulture for disabled persons has been announced by the National Council for Therapy and Rehabilitation through Horticulture. The Council is a national organization of professionals, service organizations and horticulture businesses interested in utilizing horticulture and plantwork in the therapy, training, rehabilitation and employment for people with special needs and problems.

In announcing the new "Plants for People!" project, Kenneth T. Stoutamire, president of the Council, said, "We feel that the horticulture community can train and hire more disabled Americans in good stable jobs. It is the Council's hope that the horticulture industry will embrace this concept and support the project fully and enthusiastically."

The project will seek employees for all phases of the horticulture industry (from highly specialized technical and professional jobs to blue collar and laborer positions). Jobs targeted under the plan include those in retail, wholesale and service aspects of greenhouse, florist, grounds maintenance, food processing and other businesses related to horticultural products and services. A national public/private sector partnership program is proposed to guide and direct the effort. In the first year it is expected that more than 150 physically and mentally handicapped workers will be employed throughout the industry. The project also proposes to assist nonprofit community organizations serving the disabled to set up their own horticulture operations to create jobs where they do not currently exist.

The Council introduced the project at a meeting attended by thirty industry leaders at the U.S. National Arboretum, Washington, D.C., a unit of the U.S. Department of Agriculture. Public and private groups from all aspects of horticulture were represented at the meeting, and were invited to participate on a national advisory panel. Some of the organizations represented included the American Society of Landscape Architects,

American Horticultural Society, the American Association of Nurserymen, Inc., Davey Environmental, FTD Association, the Maryland Food Processors Association, Professional Grounds Maintenance Association, Safeway International, and horticulture departments from the Virginia Polytechnical Institute and the University of Maryland. Among the Federal agencies that were represented were the U.S. Departments of Agriculture, Education, and Interior (National Park Service).

For further information contact: National Council for Therapy and Rehabilitation through Horticulture, 701 N. St. Asaph Street, Alexandria, VA 22314, (703) 836-4609.

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## Council

*(Continued from page 3)*

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MICHAEL MARGE is currently a Professor of Communicative Disorders and Child and Family Studies at Syracuse University. He resides in Fayetteville, New York and was born October 26, 1928.

SANDRA SWIFT PARRINO is currently Director for the Office of the Disabled in Ossining, New York. She resides in Briarcliff Manor, New York. She was born June 22, 1934.

ROXANNE S. VIERRA is currently a Broker Associate for the Devonshire Company in Denver, Colorado. She founded an organization designed to establish business ventures owned and operated by the mentally retarded. She resides in Littleton, Colorado and was born May 29, 1930.

HENRY VISCARDI, JR., is President Emeritus of the Human Resources Center in Albertson, Long Island. He has written several books on disabled persons. He resides in Kings Point, Long Island, New York and was born May 10, 1912.

ALVIS KENT WALDREP, JR., is Founder and Chief Executive Officer of the Kent Waldrep International Spinal Cord Research Foundation, Inc. He resides in Grand Prairie, Texas and was born March 2, 1954.

(NIHR) to establish a Placement Research and Training Center (PRTC) in collaboration with New York University's School of Education, Health, Nursing and Arts Professions.

The purposes of the PRTC are to improve the vocational services that rehabilitation professionals provide to people with disabilities and to improve the preparation that professionals receive to assist employers in recruiting, hiring, and advancing these individuals. To accomplish these goals, the project will concentrate on research, training, and research utilization aimed at expanding job opportunities for the disabled. The project will include research on work readiness, employer recruitment practices, and the formation of vocational rehabilitation partnerships with industry/labor.

The Human Resources Center will be responsible for the overall direction of the PRTC and will conduct the research studies and an inservice training program for rehabilitation professionals, demonstrating the linkage between rehabilitation and industry/labor.

New York University will be responsible for integrating research findings into educational programs for training rehabilitation counseling students in the theory and practice associated with placement and career development for people with disabilities.

The program will be a major component of HRC's National Center on Employment of the Handicapped. For further information, contact: Information Services, National Center on Employment of the Handicapped, Placement Research and Training Center, Human Resources Center, I.U. Willets Road, Albertson, NY 11507, (800) 645-3806; or Dr. Patricia Dvorchak, Chairperson, Department of Rehabilitation Counseling, New York University, 21-29 West Fourth Street, New York, NY 10003, (212) 598-3354.

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## Request for Information

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The North Coast Regional Center in California is conducting a search for information concerning children who have developmentally disabled parents. The Center hopes to secure information addressing the issues which are uniquely presented by developmentally disabled persons who are parenting or expect to parent a child. If anyone has knowledge of any research on this subject, or knows of pamphlets, articles or other printed material, or is aware of any parent groups for developmentally disabled parents, please contact: Grace L. Brown, Counselor, North Coast Regional Center, 808 E Street, Eureka, CA 95501, telephone: (707) 445-0893.

the Warner-Lambert Company, and through the contributions of individuals, families, and foundations.

One-year research grants are awarded to support basic and clinical research in the biological, behavioral, and social sciences which will advance the understanding, treatment, and prevention of epilepsy. Priority is given to investigators just entering the field of epilepsy research and to individuals proposing innovative projects. Support is limited to \$15,000, and research projects must be conducted within the territorial United States.

The fellowships offer qualified individuals the opportunity to develop expertise in clinical epilepsy research through a one-year training experience and involvement in a clinical epilepsy research project. Application is open to individuals who have received their M.D. degree and completed residency training. The fellowships carry an \$18,000 stipend and must be carried out at a U.S. facility where there is an ongoing clinical epilepsy research program.

Applications for research grants or fellowships must be received by September 1, 1982 for funding during 1983. Application forms are available from: Epilepsy Foundation of America, 4351 Garden City Drive, Landover, MD 20785.

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## Revised Standards For Reading Materials

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The National Accreditation Council for Agencies Serving the Blind and Visually Handicapped (NAC) has announced the publication of revised standards for production in reading materials in braille, large type and tape recorded form. The standards were designed for organizations with programs for transcribing print materials into alternate media for the use of blind and visually handicapped persons. They are presented in a self-study format which enables agencies to evaluate their own programs in connection with NAC accreditation.

NAC is the standard setting and accreditation organization for agencies that work with blind and visually handicapped persons. There are now 88 accredited organizations that meet NAC's standards for quality services, sound management and public accountability.

The 38-page paperback standards, entitled *Production of Reading Materials, Section D-7, Self-Study and Evaluation Guide*, are available at \$2.50 from: National Accreditation Council, 79 Madison Avenue, New York, NY 10016, (212) 683-8581.

## Rehabilitation Training

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A new program comprised of three separate Instructor-assisted training modules for rehabilitation counselors, supervisors, and graduate students has been developed at the Arkansas Rehabilitation Research and Training Center. The *Advanced Facilitative Case Management Series* is a revision of the first Facilitative Case Management Training Program which has been used for training more than 1700 counselors since 1974. The functions of rehabilitation counselors, as well as the competencies they need, have changed since 1974, and these changes, along with findings from continuing research on the original program, inspired the Center to launch the extensive revision. The three training modules cover Intake Interviewing Skills for Rehabilitation Counselors, Goal-Setting: Guidelines for Diagnosis and Rehabilitation Program Development, and Systematic Caseload Management. Training of staff trainers in each of the three programs is available from the Center at various times throughout the year. When feasible, the Center will conduct the entire series or individual programs on location.

For more information, contact: Director of Training, Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71901, (501) 624-4411, extension 292.

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## IASMMD to Meet in Canada

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The International Association for the Scientific Study of Mental Deficiency, the world organization of scientific, professional and service workers in the field of mental retardation, will hold its Sixth International Congress in Toronto, August 22-26, 1982.

The Congress is being co-hosted by the Canadian Association for the Mentally Retarded (CAMR), the National Institute of Mental Retardation (NIMR), Region 6 of the American Association on Mental Deficiency (AAMD), and the Ontario chapter of AAMD.

The theme of the Congress is "The future of mental retardation through the eighties: global learning, local action." Biomedical, behavioral, social policy, research, and psycho-educational issues and topics will be addressed in a variety of panels, speeches, workshops and training events presented by scientists, practitioners, consumers and administrators. Focusing on selected themes, the Congress will explore the potential for growth, change and local action in various areas of the world.

For further information, contact: IASMMD Secretariat,

## Down's Syndrome Convention

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"The Challenges of Down's Syndrome" is the theme of the 10th Annual Down's Syndrome Congress Convention to be held at the Conrad Hilton Hotel in Chicago on November 5-7, 1982. A medical research panel will discuss recent advances in genetics, epidemiology, and nutritional supplements. An educational research panel will cover early development in children with Down's syndrome, mainstreaming research, and curriculum planning. Fifteen workshops are planned on subjects of interest to parents and professionals dealing with education, employment, and community planning, and including a special workshop for siblings of children with Down's syndrome. Not for profit exhibits will be considered. Contact: Down's Syndrome Congress, 1640 West Roosevelt Road, Chicago, IL 60608, (312) 226-0416.

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## Sixth Annual Rehabilitation Film Festival

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Rehabilitation International U.S.A. has announced the Sixth Annual International Rehabilitation Film Festival to be held on November 17-19, 1982, in New York City. This film festival is a competition dedicated to audiovisual media about disabled people and the rehabilitation process.

Audiovisual materials are continually being produced to change attitudes and combat the social prejudice directed at people with disabilities. Since four percent of the national work force in the United States is engaged in health-related jobs that deal with the needs of handicapped people, film, slides, and videotapes are being continually produced to provide them and their counterparts in other countries with training materials. The intention of the festival is to reward producers and directors of these materials for excellence, and to provide access to these tools to disabled activists and other consumers, rehabilitation professionals, educators and cable and broadcast distributors.

Each year an average of 225 films and videotapes are submitted to Rehabfilm, the film division of Rehabilitation International U.S.A. The 1982 screenings will be held at the American Red Cross building at 150 Amsterdam Avenue and 67th Street daily between 9 a.m. and 4 p.m. Entry deadline for the Festival is June 29, 1982. For further information contact: Film Festival 82, Rehabfilm, 20 West 40th Street, New York, NY 10018, (212) 869-0460.

*the Mental Disability Law Reporter*, published by the Commission on the Mentally Disabled, American Bar Association, has recently expanded its coverage to include legal topics of concern to physically disabled as well as mentally disabled persons. With the January-February 1982 issue, the *Reporter* began to examine developments that affect the education of handicapped children and the enforcement of antidiscrimination provisions of sections 503 and 504 of the Rehabilitation Act. The *Reporter* also analyzes and reports on state and federal court opinions, legislative proposals, and regulations concerning the rights of disabled individuals. Subscriptions to this bimonthly journal are \$50 per year (\$40 for public defenders, legal aid and poverty law offices, and nonlegal client protection programs). Checks should be made payable to the ABA Fund for Public Education.

*the Reporter Four Year Research Index* (\$25, \$15 for *Reporter* subscribers), indexes over 1,500 cases, legislation and other material which appeared in the *Reporter* from 1976 through 1980.

In addition, the Commission recently published the *Directory of Legal Advocates* (1982, 18 pages, \$3.00), which lists national organizations, advocacy programs and agencies, private attorneys, legal service programs, and state and local bar association projects.

These publications may be ordered from the Commission on the Mentally Disabled, American Bar Association, 1800 M Street, N.W., Washington, DC 20036, (202) 81-2240.

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## LIFE SAFETY

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*the Proceedings of the 1980 Conference on Life Safety and the Handicapped*, which took place at Howard University, Washington, DC in October 1980, are now available. The *Proceedings* include the national agenda formulated at the conference for the purpose of addressing important life safety issues, presentations on specific topics, and reports of twelve workshops, which covered building design, transportation systems, public education, emergency planning, emergency services, and product development. The conference was sponsored by the National Bureau of Standards and funded by several federal agencies. Copies of the *Proceedings* may be purchased for \$12 from the National Technical Information Service, Springfield, VA 22161. The order number is PB-82-194515.

The Syracuse University Press has announced the availability of the first in the Alexander R. Luria Research Monograph Series in Learning Disabilities, sponsored by the International Academy for Research in Learning Disabilities (IARLD). The first book, entitled *A System of Marker Variables for the Field of Learning Disabilities*, is by Barbara K. Keogh, Susan Major-Kingsley, Hisako Omori-Gordon, and Helen Patricia Reid with the foreword by William M. Cruickshank, President, IARLD. This inaugural volume in the series deals with one of the most troublesome dimensions of learning disabilities—the fundamental question of identification and description. The authors have developed a system for reporting sample characteristics in learning disabilities research. The book contains a working guide to aid in the use of the system and discussion of possible use of the system in the study of sex differences, age-related characteristics, early identification, and intervention programs. Future volumes in the series will examine computer-assisted reading remediation, laterality and dominance, other aspects of neuropsychology, and brain-behavior relationships. This 104-page, clothbound book is available at \$14.95 plus \$1.25 handling from: Syracuse University Press, 1011 East Water Street, Syracuse, NY 13210.

Related publications available from Syracuse University Press are three volumes in "The Best of ACLD" series; 1) *Coming of Age*, conference proceedings for professionals who wish to keep abreast of current research in the field, 304 pages, paper copy, \$12.95; 2) *Approaches to Learning*, 262 pages, paper copy, \$11.95; and 3) *Bridges to Tomorrow*, 240 pages, paper copy, \$11.95.

Also available are: 1) *The Struggle from Adolescence toward Adulthood*, a book on learning disabilities and special education, 304 pages, paper copy, \$9.95; 2) *A Practical Guide for Parents and Professionals*, which includes a discussion of prognosis in autism, 200 pages, paper copy, \$9.95; and 3) *Cerebral Palsy: A Developmental Disability*, with recent data on the assessment and treatment of cerebral palsy, 623 pages, clothbound, \$26.

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## FEDERAL TDD DIRECTORY

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The U.S. Office of Consumer Affairs has recently published the *Consumer Factsheet, Directory of Federal TDD Numbers*. The pamphlet gives advice on factors to consider in selecting a TDD (telecommunications device for the deaf, also called a TTY), and lists federal TDD numbers by agency. Single copies are available free of charge from the Consumer Information Center, Pueblo, CO 81009.

*Managing and Employing the Handicapped: The Untapped Potential*, by Gopal C. Patl and John I. Adkins, Jr., has been published as a resource for managers (personnel, human resources, training, and line supervisors), executives (business and government), handicapped individuals and their families, and the rehabilitation community. One of a human resource application series, this book covers resource material derived from over 80 organizations and hundreds of information sources. It is divided into nine chapters describing the handicapped population, the legal framework in which employers and rehabilitation personnel have to work, how rehabilitation agencies can work with employers to solve personnel problems, how to design and implement an effective recruitment and placement system, with models from corporations and other businesses, a review of the technological aids available to help disabled workers perform a great number of jobs, a delineation of accessibility standards, and a discussion of training and consciousness raising for both managers/supervisors and employees. This 365 page book is available at \$17.95 (softcover) and \$24.95 (hardcover) from: Brace-Park Press, P.O. Box 526, Lake Forest, IL 60045, (312) 433-0434. Discounts on multicopy orders.

*The Arthritis Helpbook*, a guide to developing self-treatment programs, was authored by Kate Lorig, R.N., Dr. P.H., who developed and now directs the Arthritis Self-Management Patient Education Project at the Stanford Arthritis Center; and James Fries, M.D., director of the Stanford Arthritis Clinic. The book, which is intended as a supplement to medical care, was developed and revised during use by over 1000 people with arthritis who attended classes in arthritis management at the Stanford Arthritis Center. It provides information on more than 40 illustrated exercises for all parts of the body, plus tips on developing a regular exercise program; relaxation techniques for easing muscle tensions; simple devices that you can buy to make household chores easier; a nutritional diet; drugs, including facts on effectiveness, dosage, and side effects; and advice on how to handle common problems such as depression or having trouble sleeping. A list of the Arthritis Foundation chapters is included. The Arthritis Handbook, 186 pages, \$6.95, is available from: Addison-Wesley Publishing Company, Reading, MA 01867.

## MENTALLY RETARDED EMPLOYEES

The On-the-Job Training Project of the Association for Retarded Citizens has published a folder of information entitled *Working Together with Mentally Retarded Employees*. The folder covers twelve areas relative to employment of mentally retarded individuals including: Special Considerations in Job Placement of Mentally Retarded Persons; Employer Recognition and Reinforcement; Why Hire Mentally Retarded Persons?; Training and Supervisory Suggestions; Affirmative Action; Myths and Misconceptions; Preparation and Placement—Matching Employee Skills with Employer Needs; Facts—About Mental Retardation; Invisible Fences; ARC's On-the-Job Training Project; Workmen's Compensation—Questions and Answers; and Government Employment. Up to five copies are available free while supplies last from: Association for Retarded Citizens, National Headquarters Publications, 2501 Avenue J, Arlington, TX 76011, (817) 640-0204.

## RESIDENTIAL CARE

*Working with Mentally Handicapped Persons in Their Residences* by Dean Tjosvold and Mary Tjosvold was published in November 1981 to provide professionals with ideas and skills necessary for the effective operation of residences for mentally handicapped persons. Identification of activities and situations that enhance the experiences of mentally retarded individuals helps staff members attain the skills necessary to help these people develop their abilities and increase their independence. The first part discusses how staff members can use techniques of cooperation, competition, and individualization to encourage positive social relationships among residents, and the second part of the book considers the residence as an organization and analyzes its interaction with agencies, families, and community groups. This 232 page book is available at \$19.95 from: The Free Press, 866 Third Avenue, New York, NY 10022.

tional information and referrals to organizations offering searches may be obtained from the vendors:

DIALOG Information Services  
Marketing Department  
3460 Hillview Avenue  
Palo Alto, CA 94304  
(800) 226-1927 except California  
(800) 982-5838 California

System Development Corporation  
2500 Colorado Avenue  
Santa Monica, CA 90406  
(800) 421-7229 except California  
(800) 352-6689 California

In addition, Legi-Slate produces and markets the Legi-Slate and Reg-ulate databases, which respectively cover the CR and FR. These files are updated daily, making available items from the CR and FR on the day of publication. Potential subscribers to this service may contact Legi-Slate at 444 North Capitol Street, #408, Washington, DC 20001, (202) 737-1888.

Subscriptions to the FR and CR are available from the Superintendent of Documents, Government Printing Office, Washington, DC 20402, (202) 783-3238. The subscription rate for the FR, which is published daily, Monday through Friday, is \$75 a year (\$45 for six months). Subscriptions to the CR, which is published every day that Congress is in session, are \$208 per year (\$104 for six months).

The Government Printing Office also makes available subscriptions to the *Weekly Compilation of Presidential Documents*, which contains statements, addresses, appointments and nominations, proclamations, executive orders, and other presidential materials released by the White House during the preceding week. (The proclamations and executive orders are also announced in the FR.) The full text of the President's statements and remarks is given. The subscription rate is \$35 per year (\$79 for mailing first class).

Users can also find the FR, CR, and *Presidential Documents* in large libraries.

views the computer as a prosthetic device, which can enhance the learning of students when used properly. The author provides extensive descriptions of how disabled children have benefited from their involvement with CAI. Extensive case studies of hearing impaired, perceptually handicapped, language impaired, mentally retarded, autistic, and physically disabled children are included.

This book is available for \$14.95 from the University Park Press, 300 North Charles Street, Baltimore, MD 21201, (301) 547-0700.

In addition, two articles that provide general background information, "Computers are for Kids: Designing Software Programs to Avoid Problems in Learning" and "Microcomputers: Powerful Learning Tools with Proper Programming," appeared in the November 1981 issue of *Teaching Exceptional Children*, a newsletter published by the **Council for Exceptional Children (CEC)**. Back issues of this newsletter are available for \$3.50 from the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, (703) 620-3660.

Also, "The Microcomputer: Its Applicability in Special Education" appeared in the October 1981 issue of *Focus on Exceptional Children* published by the Love Publishing Company. This back issue is also available for \$3.50 from the Love Publishing Company, 1777 South Bellair Street, Denver, CO 80222, (303) 757-2579.

The effective use of CAI in working with handicapped students can be a challenging, fascinating, and rewarding experience. From all indications, available information and expertise in this area will increase over the next few years. This will no doubt come as a result of the fast growing influx of computer technology into every aspect of our lives. As the price of hardware continues to drop, as advances in computer technology enable these machines to process more information in less time and space, and as experts in computer science, education, psychology, and rehabilitation continue to share their knowledge, the use of computers by disabled persons in special education and other areas, will also grow.

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# CLEARINGHOUSE DATABASE AVAILABLE!

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The Clearinghouse on the Handicapped has developed a computerized database, NISH (National Information Sources on the Handicapped), available through Bibliographic Retrieval Services (BRS). The database contains records of organizations which disseminate information nationally on disability. Many of our readers are familiar with the print version of the database, the *Directory of National Information Sources on Handicapping Conditions and Related Services*, currently available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-000-00234-7; \$7.50). The BRS file is an updated edition of the information contained in the *Directory*. Many organizations have address and telephone changes. New organizations have cropped up; other sources are no longer available. We will continue to update NISH, inputting information on new organizations and changes we have become aware of in the process of preparing the next edition of the *Directory*, which we hope to publish later this year. (Availability of the 1982 *Directory* will be announced in *Programs for the Handicapped*.)

The index terms we have developed for NISH are essentially the same as those used to index *Directory* entries. The major difference is that organizations covering specific disabilities are listed only under the relevant disability in the *Directory*; in NISH they are indexed to all pertinent terms.

All BRS subscribers have online access to NISH. Anyone with a computer terminal can become a BRS subscriber, purchasing access to about 50 databases, including others of interest to professionals in the handicapped field. Charges for BRS searches include subscription fees (which give lower per hour rates to large

volume users), royalties for some databases (but not for NISH, which is royalty-free!), telecommunication fees, and offline print charges. The *BRS System Reference Manual*, containing information on all BRS databases, and individual database guides (\$3.00), including the guide to NISH, may be ordered from BRS. The NISH guide contains sample searches and a list of index terms. Additional information on BRS services is available from BRS, 1200 Route 7, Latham, NY 12110-1061 (800) 833-4707 outside New York State; (518) 783-1161 in New York State.

We are very interested in getting feedback from NISH users, and ask that you let us know whether or not the file is useful and how it could be improved. If you have any questions on NISH, you may contact Inez Fitzgerald at the Clearinghouse on the Handicapped, Room 3119 Switzer Building, Department of Education, Washington, DC 20202, (202) 245-0080.

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## Call for Help

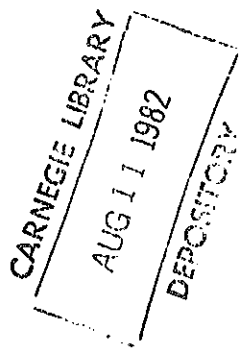
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The Clearinghouse is planning to cover information resources on life safety for disabled people in a future issue of *Programs for the Handicapped*. We ask you to send us any information you are aware of on this topic which can be shared with others, such as reports, brochures, bibliographies, program descriptions, and sources of information on products. Please send information to Inez Fitzgerald, Clearinghouse on the Handicapped, Room 3119 Switzer Building, Department of Education, Washington, DC 20202, (202) 245-0080.





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